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Homeroom Management Model to Improve Pancasila Learner Profile

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Abstract

The homeroom teacher plays a crucial role as a parental substitute in strengthening students' character at school. One method of character reinforcement is through the implementation of the Pancasila Student Profile (P4). Effective and consistent management by the homeroom teacher is essential for this implementation. This study aims to develop a homeroom teacher management model to enhance the quality of strengthening the Pancasila Student Profile using the Research and Development (R&D) method with the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The study addresses three main research questions: the characteristics of the homeroom teacher management model, its validity, and its practicality. Data collection instruments included observation sheets and questionnaires validated by experts. The product was validated by experts and tested at SDN 01 Koto Baru and SDN 13 Koto Baru. Qualitative data were gathered through surveys, and qualitative insights were obtained through observations, feedback, and written suggestions for improvement. Needs analysis results indicated deficiencies in the planning, organization, execution, and evaluation of activities by homeroom teachers. This research produced a validated instrument that is both valid and reliable. The practicality of the homeroom teacher management model to enhance the Pancasila Student Profile, and the management guide, was determined based on homeroom teachers' responses to the model's practicality and guidance. The study resulted in a homeroom teacher management model and a management guidebook to improve the quality of strengthening the Pancasila Student Profile. These findings are expected to significantly contribute to homeroom teachers in reinforcing students' character in alignment with the Pancasila Student Profile.

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INTRODUCTION

The role of homeroom teachers in schools is crucial as they act as parental figures for students. In fulfilling this role, homeroom teachers are not only responsible for managing academic aspects but also for developing the character of students in alignment with expected values. Therefore, consistent and effective management is required to perform this role well. Effective management includes the ability to motivate, lead, and oversee students' holistic development. Additionally, homeroom teachers must be able to apply the values of the Pancasila Student Profile (P4) in every interaction with students, ensuring these values are truly embedded within them (Irawati et al., 2022; Ismail et al., 2021).

The reinforcement of the Pancasila Student Profile aims to foster the development of better individuals who embody six core attributes: devotion to God Almighty, noble character, global diversity, collaboration, critical thinking, independence, and creativity (Faiz et al., 2022; Istianah et al., 2021). The application of these values is expected to shape students' characters to not only excel academically but also possess high moral integrity. Implementing P4 must be continuous to become internalized in students' daily lives. This demands an appropriate strategy from homeroom teachers to ensure these values manifest in student behavior, both inside and outside the school environment (Nabila & Wulandari, 2022; Rachmawati et al., 2022; Raharjo, 2020).

Despite the significant role of homeroom teachers, their involvement in enhancing the quality of the Pancasila Student Profile has not been fully optimized. To date, the focus of strengthening the Pancasila Student Profile has largely been on specific projects such as the Pancasila Student Profile Strengthening Projects (P5). However, once these projects end, there is often insufficient follow-up to ensure that the character developed is maintained (Andriyanto et al., 2021; Fadlan Najhan Ikhwan et al., 2022; Kahfi, 2022). This situation highlights an urgent need for solutions to ensure that the character formed continues to be preserved and becomes an integral part of the student. Without systematic follow-up, there is a risk that the values taught will fade over time.

Homeroom teachers have significant potential to play a more active role in this process. As the figures closest to students in the school environment, homeroom teachers have the opportunity to monitor and guide students' character development directly. However, to effectively fulfill this role, homeroom teachers cannot work alone. They require support from various parties, including the school and P4 project organizers. Good communication and coordination between homeroom teachers and related parties are essential to ensure that the process of strengthening the Pancasila Student Profile runs smoothly and effectively (Mubarok & Bakri, 2021; Nurasiah et al., 2022). With the right support, homeroom teachers can become agents of change capable of bringing positive impacts to students.

Effective coordination and communication will help homeroom teachers obtain the necessary information about the implementation of P4 in schools. This information is crucial to determine the next steps in maintaining the character that has been developed in students. With accurate information, homeroom teachers can design learning strategies and activities that support character strengthening. Additionally, support from the school is also important to provide the resources and facilities needed in this process. All of this aims to ensure that Pancasila values can be consistently and sustainably implemented in students' daily lives, allowing them to grow into individuals with strong character (Buaton et al., 2021; Hidayati, 2022; Setiyaningsih & Wiryanto, 2022; Suherman et al., 2023; Yulia & Sutrisno, 2024).

Currently, the activities of homeroom teachers in implementing the reinforcement of the Pancasila Student Profile are not fully integrated with the projects carried out by the school. The main focus remains on projects, while the active role of homeroom teachers in strengthening the Pancasila Student Profile in their classes has not been fully utilized. In fact, the direct involvement of homeroom teachers in this process can have a significant impact on students' character development (Atika et al., 2019). Therefore, it is important to develop a management model that can support the role of homeroom teachers in reinforcing the Pancasila Student Profile. This model should be designed to be easily and effectively implemented by homeroom teachers in various contexts.

The urgency of this research lies in the need to optimize the role of homeroom teachers in character education in schools. By developing a structured management model and encouraging collaboration with stakeholders, this research aims to empower homeroom teachers to play an active role in internalizing Pancasila values in students. This is expected to create a holistic educational environment where students not only develop academically but also possess strong characters in line with Pancasila values. Thus, this research is not only relevant for the development of students' character but also for the overall improvement of educational quality in Indonesia (Firmansyah et al., 2024; Japar et al., 2023; Nafi'ah & Sulthon, 2024).

METHODS

The methodology employed in this research is Research and Development (R&D), based on the theory of Borg and Gall (Gustiani, 2019). R&D research is characterized by the creation of a product derived from the conducted research. The development model utilized is the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This model was chosen due to its general, systematic approach and its step-by-step framework, where each element is interrelated. This aligns with the underlying issues of the research. The ADDIE model also allows for continuous evaluation and revision at each stage, ensuring that the resulting product is valid, practical, and effective.

The development stages of the homeroom management model to enhance the quality of strengthening the Pancasila Student Profile using the ADDIE model are as follows:

In the Analysis phase, the focus is on understanding the needs of homeroom teachers in improving the quality of strengthening the Pancasila Student Profile in their classes. This involves gathering information from homeroom teachers regarding the character strengthening of the Pancasila Student Profile they have implemented so far. Techniques such as observation, documentation, and literature review are employed to obtain information about the challenges faced by homeroom teachers, what they have applied, and their needs in managing activities to enhance the quality of the Pancasila Student Profile. The goal of this analysis is to uncover the various problems faced by homeroom teachers and the solutions they have used to address these issues. The findings from this analysis serve as the theoretical foundation for developing the management model.

The Design phase involves planning the product based on the results of the analysis phase. This includes creating a product plan, ensuring product compatibility with users, and including components that facilitate ease of use. The product developed in this research is a management model aimed at improving the quality of the Pancasila Student Profile. The design is supported by

theoretical and conceptual analysis, as well as research on management models. The book design follows the guidelines set by the Ministry of Education and Culture in Law Number 3 of 2017 concerning the Book System. Two products are produced: a management model book and a guidebook for homeroom teachers to enhance the Pancasila Student Profile. The target users of these products are teachers assigned as homeroom teachers.

During the Development phase, the process involves realizing the design of the management model into a tangible product. This includes several steps: formative assessment, prototype revision, limited trials, and Focus Group Discussions (FGD). The formative assessment involves experts in education, management, and graphic arts as validators, who evaluate the management model and guidebook. Feedback from validators is used to revise and improve the product. Limited trials are conducted with randomly selected homeroom teachers to assess the product's effectiveness, practicality, and appeal. FGDs with experts and practitioners provide additional insights for product refinement.

The Implementation phase involves applying the developed model on a larger scale to assess its practicality. Homeroom teachers are asked to use the management model to enhance the Pancasila Student Profile. Feedback is collected through questionnaires to gather insights from teachers.

The Evaluation phase encompasses assessing each step of the ADDIE model's implementation. This phase requires instruments to evaluate the practicality and effectiveness of the research product. Data is collected to provide information on how the management model serves students' needs in strengthening the Pancasila Student Profile. Instruments include questionnaires for assessing homeroom teacher needs and perceptions of the management model. Observations are conducted to review existing management documents and expert evaluations of the model. The product trials aim to determine the product's validity, practicality, and effectiveness through validity, practicality, and effectiveness tests. Validity is assessed using specific formulas, ensuring that the instruments are reliable for data collection. Practicality analysis involves statistical processing of quantitative data collected from questionnaires, calculating total scores, mean scores, ideal scores, and respondent achievement percentages.

This methodology ensures a comprehensive approach to developing a robust management model that effectively enhances the Pancasila Student Profile, addressing the specific needs and challenges faced by homeroom teachers.

RESULT AND DISCUSSION

The results of the research that has been conducted are described as follows:

Analysis

The more complete findings that became a problem at this stage of analysis can be seen in Table 1 below.

Table 1. Recapitulation of Issues

No.	Aspects	Problems Encountered	Score	Category
1	Planning	Homeroom teachers have technical guidelines that can be guided according to management concepts in planning homeroom work management activities.	47	Medium / not yet well implemented

No.	Aspects	Problems Encountered	Score	Category
		Homeroom teachers have a guidebook that homeroom teachers can use in planning activities that will be carried out in one school year (one year of work).	42	Medium / not yet well implemented
		Homeroom teachers have formats that can help homeroom teachers accommodate the needs of their activities according to the homeroom teacher's activity demanuscption.	45	Medium / not yet well implemented
		Homeroom teachers have instructions on the forms of services that homeroom teachers can plan to improve the quality of strengthening the Pancasila student profile.	38	Weak / not yet implemented
		The homeroom teacher's plan includes effective collaboration with subject teachers, in helping students overcome problems that can interfere with their learning.	48	Medium / not yet well implemented
		In homeroom teacher planning, technical instructions have been included that can guide homeroom teachers to plan cooperation between homeroom teachers and students to improve the quality of strengthening the Pancasila student profile.	48	Medium / not yet well implemented
		In homeroom planning there are formats that can help homeroom teachers accommodate the needs of students in improving the strengthening of the expected Pancasila learner profile.	47	Medium / not yet well implemented
		In homeroom teacher planning, it contains forms of cooperation that can be carried out by homeroom teachers with counseling guidance teachers in improving the quality of strengthening the student profile of Pancasila students.	45	Medium/not yet well implemented
		In planning the homeroom teacher's work, it includes the use of guidelines that make it easier for parents to obtain information on the progress of strengthening their child's Pancasila learner profile.	30	Medium/not yet
2	Organizing	In organizing homeroom teacher duties, there is a clear job demanuscption guide to realize planning in the form of activities to be carried out by homeroom teachers.	43	Medium / not yet well implemented
3	Implementation	Homeroom teachers have technical guidelines used in carrying out classroom activities to encourage students to have a Pancasila learner profile in themselves.	42	Medium / not yet well implemented
		Homeroom teachers use the formats in the guide to collect information about the students they supervise.	48	Medium / not yet well implemented
		Homeroom teachers utilize effective communication in increasing motivation to students	40	Medium / not yet well implemented
4	Evaluation	Schools have homeroom teacher job management standards that homeroom teachers can use in carrying out their duties.	33.3	Weak/not yet implemented
		The school has a clear measuring tool in evaluating the implementation of activities carried out by homeroom teachers.	38.3	Weak/not yet implemented

No.	Aspects	Problems Encountered	Score	Category
		The school has a way to compare the planning and performance of homeroom teachers.	36.7	Weak/not yet implemented
		The school has a format that makes it easy for them to follow up on the performance that has been carried out as the realization of homeroom teacher planning in the form of activities.	38.3	Weak/not yet implemented
		The school has a format that guides them to follow up on the performance of the homeroom teachers.	40	Medium / not yet well implemented
		Schools have guidelines that they can use in providing coaching and guidance to homeroom teachers.	43.3	Medium / not yet well implemented
		The school utilizes the formats contained in the guidebook to evaluate the homeroom teachers' work.	33.3	Weak/not yet implemented
		The school makes effective use of formats to control the performance of homeroom teacher duties.	38.3	Weak/not yet implemented
		The school makes effective use of the communication format in establishing data-based communication with homeroom teachers to monitor the progress of strengthening the Pancasila learner profile in each class.	36.7	Weak/not yet implemented
		The school makes use of the guide format in fostering an effective communication relationship with homeroom teachers in communicating learners' learning progress to their parents.	36.7	Weak/not yet implemented
		The school has operational technical guidelines in controlling the implementation of homeroom teachers' work by utilizing the available guidelines	33.3	Weak/not yet implemented
		The school has an information technology-based homeroom teacher self-evaluation format to measure their achievement in carrying out their duties.	30	Weak/not yet implemented
		The school has effective guidelines in utilizing the guidebook in controlling the implementation of subject teachers' tasks in each class.	40	Medium / not yet well implemented
		The school utilizes the available format in documenting all the results of the monitoring and evaluation of homeroom teacher activities to conduct follow-up.	31.7	Weak/not yet implemented
		The school has an information technology-based self-evaluation format that homeroom teachers use to evaluate themselves.	38.3	Weak/not yet implemented
		The school assists homeroom teachers in improving the whole set of activities they carry out through guidance and coaching.	33.3	Weak/not yet implemented

Design

At the model development design stage, activities were carried out to create a blueprint for the model based on the data obtained from the analysis activities. At this stage, researchers designed

2 (two) model development products consisting of; 1) Homeroom management model book to improve the quality of strengthening the Pancasila student profile; and 2) Homeroom teacher management guidebook to improve the quality of strengthening the profile of Pancasila students.

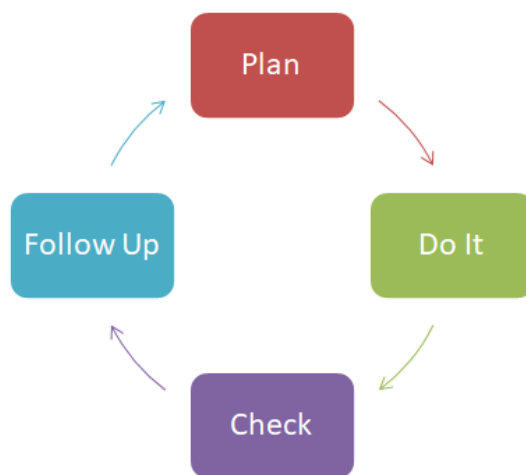


Fig 1 . PDCA Four-Step Deming Cycle

The use of the PDCA model is linked to the management process as shown in Figure 2 below:

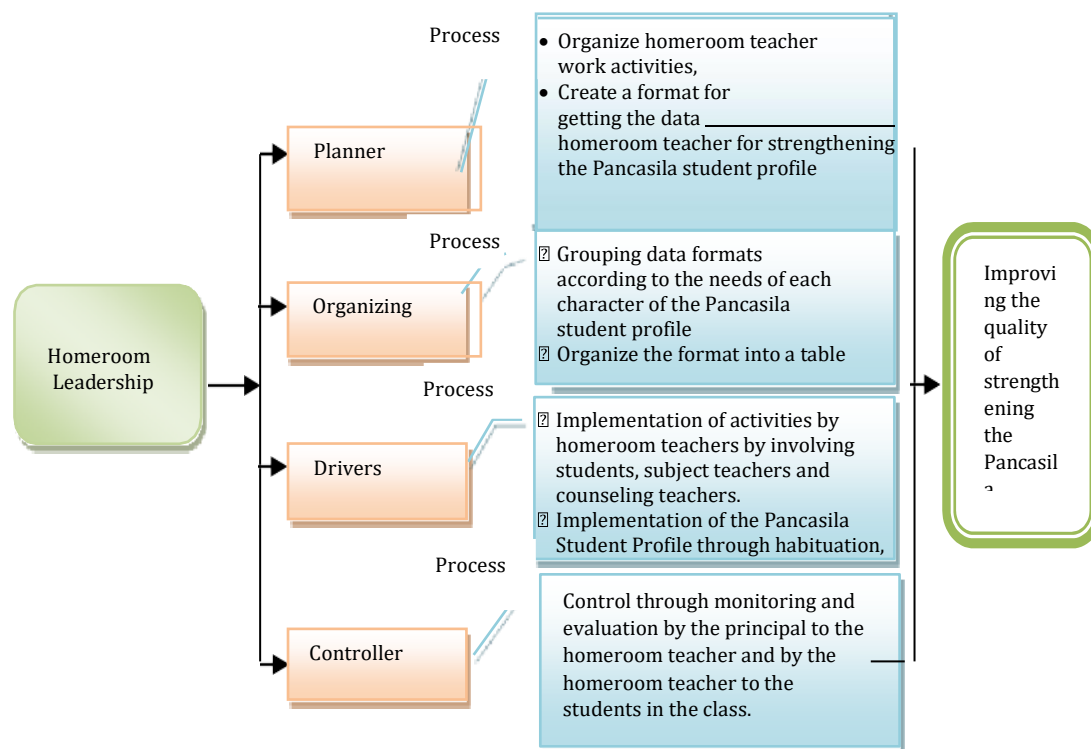


Fig 2. Management Process in the Homeroom Management Model in Providing Services to Learners to Improve the Quality of Strengthening the Pancasila Learner Profile

Development Stage

Conducting Formative Assessments

Prototype I is the result obtained from the prototype design, then entered the formative evaluation stage. Formative evaluation to get feedback from experts as material for revising prototype I before use. Formative evaluation is in the form of validity testing by experts and practitioners. Evaluation by experts in the form of questionnaires, while validation by practitioners in the form of Focus Group Discussions (FGD).

Book Validation Results of Homeroom Management Model Book to Improve the Quality of Strengthening the Pancasila Learner Profile

The results of expert validation of the homeroom management model book to improve the quality of strengthening the Pancasila student profile can be seen in Table 2.

Table 2. Results of the Book Validation of the Homeroom Management Model Book to improve the Quality of Strengthening the Pancasila Student Profile

No.	Assessed Aspect	Average	Category
1	Purpose, Graphics, and Benefits	4.69	Valid
2	Linguistic	4,71	Valid
3	Presentation	4.43	Valid
4	Book Content/Material	4.60	Valid
	Average	4.61	Valid

Based on Table 3 which has been shown, it can be concluded that the results of validation by experts and practitioners as a whole homeroom management model book to improve the quality of strengthening the Pancasila student profile obtained an average of 4.61 or was in a very valid category. The results of expert validation of the homeroom management model book to improve the quality of strengthening the profile of Pancasila students show that the development construction both in terms of objectives, graphics, and benefits, language, presentation and content/material of the book is in a very valid category. All validators agreed that this book was suitable for use with minor revisions. This means that all aspects assessed are in the acceptable aspect, so they do not require major revisions and are repeated. Although revised, it did not significantly affect the product.

Results of the Validation of the Classroom Management Handbook to Improve the Quality of Strengthening the Pancasila Learning Profile.

The results of the validation of the homeroom management guidebook to improve the quality of strengthening the Pancasila learner profile by experts and practitioners can be seen in Table 3

Table 3. Results of the Validation of the Classroom Teacher Management Handbook to Improve the Quality of Strengthening the Pancasila Student Profile

No.	Assessed Aspect	Average	Category
1	Purpose, Graphics, and Benefits	4.62	Valid
2	Linguistic	4.57	Valid
3	Presentation	4.43	Valid
4	Book Content/Material	4.60	Valid
	Average	4.55	Valid

Based on Table 3, it can be concluded that the homeroom management guidebook to improve the quality of strengthening the Pancasila learner profile obtained an average of 4.55 or was in the very valid category. The results of expert validation of the homeroom management guidebook to improve the quality of strengthening the Pancasila learner profile indicate that the development

construction in terms of objectives, graphics, and benefits, language, presentation, and content/material of the book is in the valid category. All experts agreed that this book is suitable for use with minor revisions. This means that all aspects assessed are on acceptable criteria, so they do not require major revisions and revalidation.

Model books and guidebooks that have been validated and made minor revisions according to the results of expert validation are then tested on a limited basis as the beginning of the evaluation of the products produced. The limited trial emphasized the content aspect rather than the outcomes, so that the tools that had been prepared were in the good and workable category.

Test Run

The implementation stage of the model testing was conducted through a limited trial. The limited trial is the beginning of the evaluation of the resulting product. The limited trial was conducted on 3 teachers as homeroom teachers who were randomly selected, namely, Armansyah, S.Pd (A), Eni Wati Putri S.Pd (EWP), and Deni Angraini (DA). The results of the product trial to see the construct of the product (book) can be concluded that from the linguistic aspect both in the use of terms, the use of letters in the dream is in accordance with EYD, the content/material of the book meets the needs of the homeroom teacher in carrying out his duties. The presentation aspect of the book has been structured and according to the needs of the homeroom teacher's task to strengthen the student profile of Pancasila. While from the aspect of graphics, the cover display needs to be sharpened in color and the image on the cover provides an image that shows the contents of the book. While the results of the respondents' impressions/responses to the product can be concluded that the book is very interesting, easy to understand the contents, and very helpful to the homeroom teacher's work, and makes it easier for homeroom teachers to carry out their work as homeroom teachers, especially in improving the quality of strengthening the profile of Pancasila students.

Forum Group Discussion (FGD)

After the limited trial and revision of prototype 1, then continued with (FGD). The results of the FGD analysis carried out obtained results in the form of suggestions and improvements from experts and practitioners in the FGD. Based on the results of input and suggestions in the FGD, it can be concluded that for the homeroom management model book, the cover must be adjusted to the theme, and in writing pay attention to punctuation and the use of standard language according to EYD. Meanwhile, suggestions and input for homeroom management guidebooks again check the use of standard language according to EYD, the table format contained in the product provides an example of filling in the table to make it easier for homeroom teachers to use it, and for the cover to adjust to the theme.

Revisions

According to the suggestions of validators and practitioners, improvements were made to the homeroom management model book to improve the quality of strengthening the Pancasila student profile and the homeroom management guidebook to improve the quality of strengthening the Pancasila student profile. The results of the revision of the model book and guidebook, researchers made improvements to the book cover, improved writing by paying attention to font selection, margins, and punctuation and the use of standardized language according to EYD. The results of the revision of the model book and guidebook according to the suggestions of validators and practitioners resulted in a valid prototype II and can be widely used.

Implementation Stage

The next stage of model implementation is a broad test. Extensive testing is a way to determine the feasibility, convenience, and usefulness of the products produced for users. This implementation stage examines giving homeroom teacher management model books to improve the quality of strengthening the Pancasila student profile. Furthermore, the researcher asked the homeroom teacher to read and study the homeroom management model book to improve the quality of strengthening the student profile of Pancasila and the homeroom management guidebook to improve the quality of strengthening the student profile. Furthermore, researchers asked homeroom teachers to provide responses to the model book and homeroom teacher management guidebook to improve the quality of strengthening the student profile of Pancasila. Responses were given by homeroom teachers through questionnaires given by researchers. The results of the trial of the implementation of the use of homeroom management model books to improve the quality of strengthening the student profile of Pancasila and homeroom management guidebooks to improve the quality of strengthening the student profile of Pancasila.

Based on the results of the trial with observers consisting of Irmawati, S.Pd, Repi Candra, S.Pd, and Yusniliati, S.Pd at SDN 13 Koto Baru, the results can be concluded that all steps and the use of homeroom management model books to improve the quality of strengthening the profile of Pancasila students and homeroom management guidebooks to improve the quality of strengthening the profile of Pancasila students. developed can be implemented with an average of 3.87 with a level of percentages of agreements between the three observers of 77.32 or in the good agreement category. The developed can be implemented with an average of 3.87 with a level of *percentages of agreements* between the three observers of 77.32 or in the *good agreement* category. Furthermore, a broad trial was conducted on the homeroom teacher management model book to improve the quality of strengthening the profile of Pancasila students and the homeroom teacher management guidebook to improve the quality of strengthening the profile of Pancasila students.

The subjects of this study were randomly selected keals from elementary schools in Dharmasrya district named: 1) RYN, 2) GN, 3) RA, 4) AM, 5) IS, 6) A, 7) NA, 8) YJ, 9) MN, 10) W, 11).

Broad Group Trial Responses

This book is one of the homeroom management model books to improve the quality of strengthening the Pancasila student profile and homeroom management guidebooks to improve the quality of strengthening the Pancasila student profile to help and facilitate homeroom teachers in managing their work to improve the quality of strengthening the Pancasila student profile. The goal can be achieved by the homeroom teacher if in this book, considering the accuracy of the use of the right font, the attractiveness to read, the clarity of the sequence of contents, the ease of understanding, the accuracy of the illustrations, and to find out this, a broad group trial questionnaire was distributed with 11 homeroom teacher respondents.

The results of the assessment/response of respondents from the questionnaire distributed to respondents concluded that for the category of assessment and responses of respondents, it can be obtained exposure to answers to questions on the accuracy of the use of letters in the category of clear and precise, the question of attractiveness to read is in the interesting category, the question of clarity of sequence content obtained the conclusion that the answers are organized and sequential, the question of ease of understanding is in the category of easy to , and the question on the accuracy of illustrations is in the interesting category.

Referring to the questions related to the homeroom teacher's response to the homeroom teacher management guidebook to improve the quality of strengthening the Pancasila student profile for the question of whether this book is easy to understand, the conclusion of the respondent's answer is that it is very easy to understand, the question of how your interest in using this book is concluded that they are very interested in this book because it helps them in carrying out the

homeroom teacher's work, the question whether the material in this book is easy to understand, the conclusion of the respondent's answer is clear and easy to understand, the question examples given in the table format contained in this book are classified as difficult, easy or moderate, the conclusion of the respondent's answer is moderate, and can be used by homeroom teachers. Do you believe that this book is of high benefit in helping you to improve the quality of student profile enhancement?

Practicality Results

The practicality test was carried out at the implementation stage to see the practicality of the products produced.

Practicality of Homeroom Management Model Book to Improve the Quality of Strengthening Pancasila Student Profile

The practicality test of the homeroom management model book to improve the quality of strengthening the Pancasila student profile aims to determine the practicality of this book. Based on the results of the calculation of the practicality of this book, the distribution of practicality is shown in Table 4.

Table 4. Frequency Distribution of the Practicality of the Homeroom Management Model Book to Improve the Quality of Strengthening the Pancasila Student Profile

No.	Interval Class	Frequency	Percentage	Category
1	> 4.2	7	53.85	Very Practical
2	3.40 - 4.1	6	46.15	Practical
3	2.60 - 3.39	0	0	Practical enough
4	1.81- 2.59	0	0	Less Practical
5	<1.80	0	0	Not Practical
Total		13	100.00	

Based on Table 4 shown. it can be explained that theoretically it has a frequency of 13 with the lowest score small than 1.8 and the highest score large than 4.2. Based on the results of data analysis. it can be stated that the very practical category has a percentage of 53.85% with a frequency of 7 and the practical category has a percentage of 46.15% with a frequency of 6. Judging from the frequency and percentage of the table above. the practicality of the homeroom management model book to improve the quality of strengthening the Pancasila student profile is declared very practical and feasible to use.

Practicality of Homeroom Management Handbook to Improve the Quality of Strengthening Pancasila Student Profile

The practicality test of the homeroom teacher management guidebook to improve the quality of strengthening the Pancasila student profile aims to determine the practicality of this book. Based on the results of the calculation of the practicality of this book. the frequency distribution of the practicality of this book is shown in Table 5.

Table 5. Frequency Distribution of Practicality of Management Handbook to Improve the Quality of Strengthening the Pancasila Student Profile

No.	Interval Class	Frequency	Percentage	Category
1	> 4.2	7	53.85	Very Practical
2	3.40 - 4.1	6	46.15	Practical
3	2.60 - 3.39	0	0	Practical enough
4	1.81- 2.59	0	0	Less Practical
5	<1.80	0	0	Not Practical
Total		13	100.00	

Based on Table 5 which has been shown. it can be explained that theoretically it has a frequency of 13 with a lowest score of less than 1.8 and a highest score of greater than 4.2. Based on the results of data analysis. it can be stated that the very practical category has a percentage of 58.85% with a frequency of 7 and the practical category has a percentage of 46.15% with a frequency of 6. Judging from the frequency and percentage of the table above. the Practicality of the Homeroom Management Handbook to Improve the Quality of Strengthening the Pancasila Student Profile is declared practical and feasible to use.

DISCUSSION

The study's results led to the development of a comprehensive homeroom teacher management model designed to enhance the Pancasila student profile. This model culminated in the creation of two key products: a management model book and a guidebook for homeroom teachers. These resources aim to provide structured and effective strategies for homeroom teachers to bolster the Pancasila student profile among their students.

The management model book, which serves as the primary resource, achieved a validity level of 0.673 and a practicality score of 4.17. This indicates that the content is not only theoretically sound but also applicable in real-world classroom settings. The book provides detailed methodologies for homeroom teachers to implement practices that align with the Pancasila values, ensuring that students develop holistically in accordance with these principles (Nurhayati et al., 2022; Pamungkas & Sudigdo, 2022; Utari & Afendi, 2022).

Similarly, the guidebook achieved a validity level of 0.701 and a practicality score of 4.19. This guidebook acts as a supplementary resource, offering practical tips, activities, and examples that homeroom teachers can easily integrate into their daily routines (Moss et al., 2006; Reeves & Marbach-Ad, 2016; Weideman & Deygers, 2023). The higher validity score suggests that the guidebook's content is closely aligned with educational standards and effectively meets the needs of both teachers and students (De Boeck & Elosua, 2016; Newton & Shaw, 2013; Yun & Ulrich, 2002).

The findings of this study underline the effectiveness of these products in several important areas. First, the validity value reflects that the materials are built on a strong foundation of educational research and best practices. This ensures that classroom teachers are equipped with reliable tools to foster Pancasila values in students.

Second, the practicality value highlights the ease with which these resources can be implemented in the classroom. Classroom teachers report that the strategies and activities outlined in the books are very easy and adaptable, making it easier for them to provide meaningful services to their students without adding to their existing workload.

In addition, the impact of this resource is more than just practicality. By using this tool, classroom teachers have seen a marked improvement in the quality of their students' engagement with the values of Pancasila. This increased student engagement is very important because it encourages a deeper understanding and internalization of values such as integrity, collaboration, and critical thinking, which are at the core of the Pancasila philosophy.

CONCLUSIONS

In conclusion, the study demonstrates that the homeroom teacher management model and its accompanying resources are not only valid and practical but also transformative in enhancing the Pancasila student profile. These products provide a structured approach for homeroom teachers to

integrate Pancasila values into their teaching, ultimately leading to a more holistic educational experience for students. As a result, this model holds significant promise for widespread adoption in schools aiming to strengthen their commitment to Pancasila principles.

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CONFLICTS OF INTEREST STATEMENT

All authors in this manuscript declare no conflict of interest in this research.

AUTHOR CONTRIBUTIONS

S.E. designed the research, collected the data, analyzed the data, and wrote the manuscript. S.N collected data, analyzed data, and wrote the manuscript. W.S analyzed the data and wrote the manuscript. A.H.P wrote the manuscript and proofread the manuscript.

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